

CENTRAL INTELLIGENCE AGENCY
INFORMATION REPORT

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(FOR KEY SEE REVERSE)

THE POLISH MINISTRY OF EDUCATION

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1. Directorate (Leitung)

The Directorate of the Ministry of Education consists of the minister, Witold Jarosinski, two deputy ministers, and two general directors. The deputy ministers are cabinet members (Mitglieder der Regierung), the general directors are not. Both deputy ministers and general directors are heads of main departments.

2. Main Departments of the Ministry

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- a. General Education Schools (HA Allgemeinbildende Schulen)
- b. Teacher Training
- c. Adult Education
- d. Preschool Training (HA Vorschulerziehung)
- e. Child Care (HA Kinderhilfe)
- f. Physical Education and Hygiene
- g. Preliminary Training (HA Vorbildende Ausbildung)
- h. Independent departments:

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- (1) Text-Book Supervision (Beurteilung der Lehrbuecher)
- (2) School and Pedagogical Libraries

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1. Cabinet of the Minister
- J. General main departments:
 - (1) Personnel (HA Kader)
 - (2) Administration (HA Verwaltung)
 - (3) Planning and Investments
3. Institutions Directly Subordinate to the Ministry
 - a. Pedagogical Institute, Warsaw
 - b. Center for the Supplementary Political Education (Weiterbildung) of All Teachers (NOTKO)
 - c. Office for School Industry (Schulindustrie), which has charge of all enterprises producing educational media (Lehrmittel).
 - d. Central Office for the Distribution of All Educational Media (Handelszentrale zur Verteilung aller Lehrmittel)
 - e. School Book Publishing House

TEACHER TRAINING IN POLAND

4. Distribution of Training

<u>Type of Teacher</u>	<u>Type of Training</u>
a. Kindergarten	50 lyceums (Lyzeen) for kindergarten teachers, with capacity of 200 - 250 each
b. Elementary grades 1 to 4	regular teachers' training lyceums (Paedagogische Lyzeen)
c. Elementary grades 5 to 7	teachers' schools, with teachers' study courses (Lehrerstudien)
d. Middle school grades 8 to 11	teachers' colleges (Hochschulen) and universities
e. Grades 1 to 7	correspondence courses
f. Grades 1 to 11	extension courses (Fernstudium)

5. Hierarchy of Training Schools

<u>Type of School (or Training)</u>	<u>Under the Authority of:</u>
a. Teachers' schools	Provincial departments of education
b. Teachers' lyceums	Provincial departments of education
c. Teacher study courses	Provincial departments of education
d. Teachers' colleges	Ministry of Education
e. Universities	Ministry of Higher Education (Hochschulwesen)

6. The Teachers' Lyceums

- a. In the Peoples Republic of Poland there are 150 teachers' lyceums. A few of them specialize in pioneer work or physical culture. Each lyceum has, on the average, a capacity of 400 students.

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b. Curriculum Change

Prior to 1 September 1954, the lyceums trained teachers for grades 1 to 7 in regular schools. This curriculum made too high demands on the time of the students, sometimes requiring 42 hours per week. The students showed a lack of sufficient understanding especially of the subject material (stoffliche Anforderungen) for teaching grades 5 to 7. Consequently, from 1 September on, the curriculum was limited to training for grades 1 to 4. The length of time required is four years.

c. Prerequisites, Type of Student

Prerequisites for admission to the teachers' lyceums are successful completion of the seven-year elementary school, and an entrance examination. Ninety percent of the successful candidates for admission are of worker or peasant origin; 80 to 90 percent of them are girls.

d. Practice Teaching

Attached to each lyceum is a practice school comprising the seven grades of the regular basic school. In Warsaw and in Krakow, the practice school is in the same building as the lyceum itself.

e. Further Training

About 5 percent of the graduates of the lyceums are able to proceed directly to more advanced work in the teachers' study courses, in the teachers' colleges, or in the universities. They are to understand that they have acquired the status of regular middle school graduates. This raised status was designated as an important political measure to equalize the formerly undervalued education in the special schools (Fachschul-ausbildung).

f. Positions

All other graduates receive a three-year appointment teaching somewhere in the province.

7. Teachers' Study Courses

a. This form of training was introduced on 1 September 1954. At present (December 1954) there are 7 of these study course arrangements with 70 to 80 students each. They are all run in connection with teachers' lyceums. Eventually 30 are to be opened, with an average capacity of 400 students.

b. Curriculum, Faculty, Graduates

The study courses embrace two years of work. They train teachers for grades 5 to 7 in the regular schools. The prerequisite for admission to these courses is successful completion of an elementary and middle school, or an elementary school and teachers' lyceum. Each student is given training in two fields: mathematics and physics, or geography and biology, or history and Russian language. These study courses are not the equivalent of a college training, but bear the character of training in an upper school with specialized emphasis (eine fachbetonte Oberschule). The head of the course is a director. The teachers are called professors, and are chosen from the best of the teachers' lyceums and the middle schools. Graduates of these study courses may enter either the third year of a college, or the first year of a university.

8. Teachers' Colleges**a. Students**

There are 8 teachers' colleges in present-day Poland. They are colleges in every sense of the word. They differ in size: those in Warsaw and

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Krakow have 800 students each; that in Stalinogrod has only 400 students. The students come from the middle schools, the teachers' lyceums, or the teachers' study courses. In view of the great scarcity of teachers, the training at first was limited to three years. Not until 1953-1954 was a four-year training course introduced.

b. Curriculum

The curriculum embraces, in the first and second years, Polish language, history, geography, and biology. For the first (sic; third?) year, the subjects are mathematics, physics, chemistry, and Russian language. The work of the colleges is regulated by statute.

c. Faculties

The colleges generally are organized in three faculties:

- (1) A faculty of history and philology.
- (2) A faculty of geography and biology.
- (3) A faculty of mathematics, physics, and chemistry.

The faculties are divided into sections. The faculty of history and philology, for example, has a Polish section, a Russian section, and a history section.

d. Methods of Instruction

The methods of instruction embrace lectures, seminars, proseminars, and practice teaching. The faculty consists of five grades: junior assistants, senior assistants, instructors (Dozenten), associate professors and full professors.

e. Administrative Structure

The administrative structure of each college is as follows:

- (1) The senate consists of the rector, the prorector, the deans, the administrative director, a representative of the scientific assistants (wissenschaftliche Hilfskraefte), and the director of extension courses.
- (2) Each faculty consists of a dean, a prodean, and the holders of chairs.
- (3) Each chair consists of the holder of the chair, his assistants, and other related lecturers (Inhaber-von Lehr-auftraegen).
- (4) A committee deals with special questions.

f. Appointments

The teaching staff is selected from university graduates, and from the best teachers in the middle schools and the lyceums. Formerly, young graduates were placed as assistants immediately, but this practice has been stopped. Now, no one may be appointed who has not worked at least two years in the school. The appointments of members of the teaching staff are confirmed by a central committee under the chairmanship of the Minister of Higher Education, upon recommendation of the senate of the teachers' college. This committee has several specialized sections, such as the section for medicine, the section for pedagogy, and so forth. In the committee for pedagogy sits a representative of the Ministry of Education. The teaching staff is nominated by the appropriate minister, and the minister signs the official appointment certificates.

g. Age of teachers

In Poland, the teaching force consists to a larger degree than in East

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Germany of persons over 40 years of age. The proportion of older to younger personnel is as follows:

<u>Group</u>	<u>Over 40</u>	<u>Under 40</u>
(1) Entire teaching body	c. 40 percent	c. 60 percent
(2) Staff of teacher training schools	60 percent	40 percent
(3) Staff of central institutions, such as Ministry of Education	80-90 percent	10-20 percent

9. Correspondence Courses

a. Curriculum

Five teachers' lyceums conduct correspondence courses. These five-year courses train workers, outside their regular work hours, to be teachers for grades 1 to 7. The training of the first four years is conducted through the medium of extension courses. During this time, the worker keeps on with his work. Four times each year he is called to the lyceum, which conducts the course he is taking; these visits comprise three days in October, eight days in January, five days at Easter, and thirty days in summer. These meetings provide a first contact with the training work in the institution itself. In the fifth year of correspondence training, these students go out to schools as partially trained teachers.

b. Critique

The correspondence courses are now in their fourth year of trial. They seem, however, to require too high standards of the participants, and on the other hand, they do not provide sufficient practical preparation in the first years. This situation is evidenced by the fluctuation in the number of participants, from a maximum of 500, to only one-third of that number presently participating. The correspondence courses will probably be discontinued.

10. Extension Study

Extension courses are given in connection with the teachers' lyceums, the teachers' colleges, and teachers' study courses. The teachers' lyceums give an extension course for teachers who show insufficient grasp of subject matter or method in their teaching. The teachers' colleges give extension courses for middle school teacher training. The teachers' study courses give extension courses for teachers who have had basic training in special subjects, for grades 5 to 7.

11. Other Types of Training for Teachers

All short courses previously given were abolished on 1 September 1954. No other forms of teacher training are provided, other than the above described, under the auspices of the Ministry of Education.

THE PROVINCIAL EDUCATION DEPARTMENTS

12. Organization

The organization of provincial education departments may be illustrated by the following example from the province (Voivodship) of Stalingrad. Educational matters are officially handled by the Department of Education of the Council Presidium of the province. The Education Department is divided into the following sections (Sektionen):

a. General Administration

b. Personnel

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- c. Training and Supplementary Education (Weiterbildung) of Teaching Personnel
- d. Planning
- e. Investments
- f. Basic Schools (Grundschulen)
- g. Middle Schools (Mittelschulen)
- h. Adult Education
- i. Youth Assistance (Jugendhilfe)
- j. Physical Culture
- k. Independent Desk for Kindergartens
- l. Special Schools (Sonderschulen)
- m. Independent Desk for Preschool Training
- n. Extra-school Education (Ausserschulische Erziehung)

13. Personnel

Each section of the provincial education department of Stalinogrod dealing with actual questions of education has five or six staff members and two technical assistants. Each inspector is responsible for about four schools. In section 6 (Regular Schools) each inspector is responsible for a definite field of work, such as parent problems and school libraries, as well as for the direct supervision of five or six districts in regard to all pedagogical matters. Inspectors in section 7 (Middle Schools) are directly responsible for ten to fourteen schools each.

14. The Section for Training and Supplementary Education of Teaching Personnel

This section of the provincial education department has the following desks (Referate):

- a. Teachers' Lyceums
- b. Kindergarten Teacher Training
- c. Supplementary Education of Incompletely Educated Teachers

IDEOLOGICAL-POLITICAL EDUCATION OF TEACHERS

15. The Provincial Center for Supplementary Political Education (WODEKO)

a. Work Plan

The work plan of the provincial center for supplementary political education (Weiterbildungszentrum) arises from the needs of the individual provinces, and is determined by the Education Department of the province. The staff of this center is instructed and supervised by the Education Department. It receives assistance also from the main center in Warsaw, and is given special assignments by this office as well.

b. Teaching Force

The section chiefs in WODEKO are professional teachers, but their teaching schedule is reduced to six hours a week. They receive the normal teacher's salary plus a functional bonus.

c. Duties

Among the duties of the center are the following:

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- (1) Supervision and direction of the work of the centers for supplementary political education of the school districts (PODKO).
- (2) Preparation of reading lists for the teachers. (Each teacher must read at least five specialized books on education during one year.)
- (3) Organization of work shops (Kabinette) on methods in various fields, in the WODKO and the PODKO.

16. Historical Resume of Ideological-Political Education of Teachers in Poland

a. First Period

After the second world war, school teaching was resumed with the former teaching staffs. In order to attain the new teaching aims and to realize the new plans and programs for the schools, a political and ideological training of the teachers was an absolute necessity. The first stage of this training lasted five years and came to a close at the end of the 1953-1954 school year. A total of 140,000 teachers took part in this training program. Excused from this first stage were teachers who passed examinations in Marxism-Leninism at teacher training institutes after 1952.

The principal aim was to provide the teachers with basic knowledge of Marxism-Leninism. The curriculum contained selected questions of political economy and the history of the international and the Polish labor movement. After the first year, discussions were held from time to time. At the end of the course there was an examination managed by an examining committee made up of representatives of the trade union and the Ministry of Education. This study was conducted through work collectives of about 10 teachers each. In the country districts, the work collectives were composed of colleagues from about four schools. Each collective was led by an advanced teacher. One member of each district committee of the labor union is responsible for this work. Once a month he holds a seminar for the leaders of the collective. He also takes part in the training.

In the provincial committees of the labor union, three instructors are designated for this ideological-political training: one each for general schools, for professional schools, and for agricultural schools. The provincial committee holds a monthly training session for the instructors of the district committees.

In the main directorate of the labor union, ten to twelve colleagues are charged with the central supervision and the preparation of the teaching programs for the entire work.

b. Second Period

The second period of the ideological-political training began with the school year 1954-1955, and will last two years. This training falls into four divisions, according to the ideological-political development of the teachers concerned. The principle of voluntary participation is to be continued in regard to the training as a whole, and in the choice of the group to which each is to belong. Up to the present, 160,000 teachers from general and professional schools, and 20,000 persons engaged in teaching in scientific enterprises, have signed up for the training.

The programs of the four divisions are as follows:

- (1) The first group is a political school for teachers who possess little ideological-political background. This group embraces mostly teachers in smaller village schools, and tutors in kindergartens and nurseries.
- (2) The second group is the largest. It studies selected problems of the international and the Polish labor movement.
- (3) The third group offers the possibility of deepening knowledge in three directions: (a) political economy; (b) dialectical and historical materialism; (c) history of the labor movement. The members may choose the course they wish.

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- (8) The fourth group consists of the evening university of Marxism-Leninism of the Party.

Groups 1 to 3 are under the auspices of the labor union; the work of the fourth group is borne by the Party.

The organization of training in the second period is handled exactly as in the first period. In the country districts, the colleagues are organized in such a way that no one has to travel more than 5 kilometers. The training lasts two to three hours and is interwoven with various forms of cultural work. Groups 1 and 2 have a seminar twice a month. Group 3 has a monthly lecture designed to introduce a self-study program, as well as a monthly seminar. This lecture is given by a lector of the Party Central Committee, who is a member of the lector group in the Propaganda Department of the Central Committee. The labor union is granted copious assistance by the Party for this work.

The Polish teachers' union looks back upon a history of 50 years' endeavor, with important revolutionary traditions, and notable experience at the side of the Polish proletariat during the Nazi occupation.

17. The Pedagogical Institute of Warsaw

Director of the Institute	Prof. Dr. Tomaszewski (fnu)
Chief, Department of Educational Theory	Professor Okon (fnu)
Chief, Department of Instructional Theory	Professor Szczerba (fnu)
Representative for Psychology	Mrs. Sieminska (or Szeminska) (fnu)

SCHOLARSHIPS

18. Scholarships for Students at Teachers' Lyceums

- a. Since the teachers' lyceums are dependent upon the education department of the provinces (Voivodships), the allotment of scholarships is made by these offices. The amount of a scholarship is determined by the social origin of the student, the wages or landed possessions of the parents, and so on. The apportionment is often very complicated. About 70 percent of the students receive a stipend of some sort. The stipends are the same regardless of school grade.

b. Amounts Granted

Scholarships granted for work in teachers' lyceums are of three kinds:

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|-------------------------------|---------------|
| (1) Full scholarship | 263.00 zlotys |
| (2) Three-quarter scholarship | 175.00 zlotys |
| (3) Half scholarship | 130.00 zlotys |

Occasionally quarterly premiums of approximately 25 zlotys are granted, but otherwise the principle of grants for superior work is not followed in the pedagogical lyceums. The scholarship students must pay 250 zlotys for room and board in the boarding department of the lyceum.

c. Grantees

In the teachers' lyceum in Krakow, 350 students out of 650 are scholarship students. The large majority of these are receiving the three-quarter scholarships. Very few students, mostly orphans, are granted the full scholarships. All other students are supported by their parents, eighty percent of whom are peasants.

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